Solutions for Developmental Profiles Pre Birth Through Adolescence 9th Edition by Marotz

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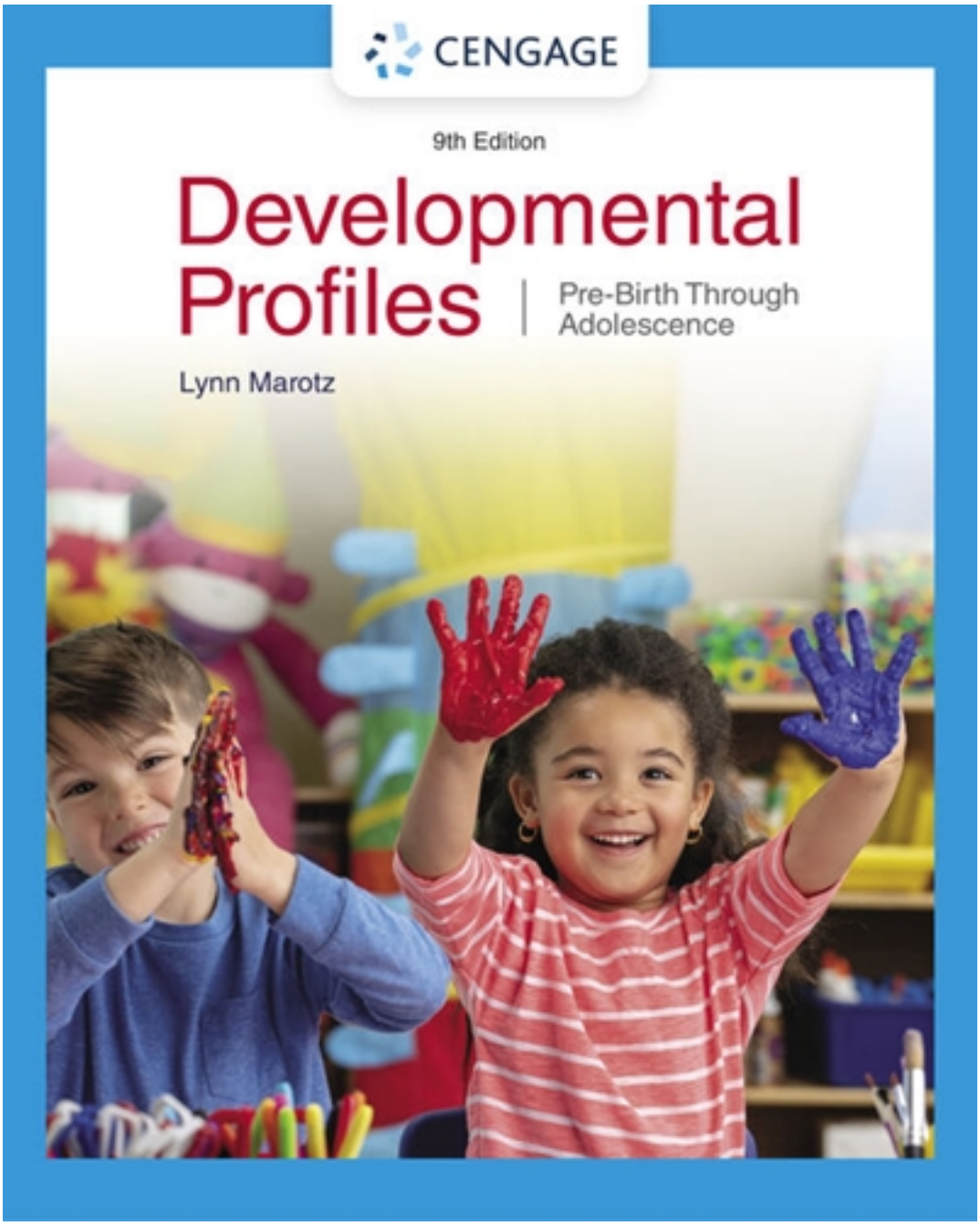

Solutions

Solution and Answer Guide

Marotz, Developmental Profiles: Pre-Birth Through Adolescence, 2023, 9780357625026;
Chapter 1: Child Development Theories and Data Gathering

Table of Contents

Content Type

What Do You See?

Development as a biological manifestation. Every child differs in terms of genetic makeup and daily experiences. How would Arnold Gesell explain any differences in the way these two children perform on this counting task?

Answers may vary: Gesell believed that children's development is governed by genes and the maturational process. He suggested that development is the same for all children and occurs in sequences as the nervous system (e.g., brain, nerves, spinal column) matures. Thus, Gesell would attribute any differences in the rate of the children's skill acquisition to the interactions of genetics and maturation.

Observing children in naturalistic environments. Teachers have many available options to use for assessing children's development. What developmental skills is the teacher in this photo able to evaluate? What advantages does observing children in a classroom setting offer over conducting a formal assessment?

Answers may vary: Authentic assessment (conducted in the classroom) is more likely to produce a comprehensive, realistic overview of the child's functioning and reduce the potential for bias. Formal testing creates a situation in which children may not cooperate or perform to their full ability.

Case Study Connections

Review the developmental sketch at the beginning of this chapter.

1. What conditions or circumstances may have influenced Tucker's developmental progress to date? Explain your answer based on the theories described in this chapter.

   Answers may vary: Researchers have demonstrated that growing up in an impoverished environment can have negative and long-lasting effects on children's development. Bronfenbrenner believed that environment is primarily responsible for shaping a child's development, although others (e.g., Vygotsky, Piaget) also acknowledged its influential effects. In Tucker's case, it is unclear whether the neglect that prompted his initial foster placement was due to poor diet, unsafe or unclean living conditions, psychological trauma, or a combination of

these factors. Failure to satisfy any of a child's essential needs (Maslow) can have detrimental effects on all aspects of growth and development due to their interrelated nature. For example, voids in meeting Tucker's early psychological needs may continue to have a negative effect on his physical growth (e.g., thinness, lack of energy), initiative and ability to trust (Erikson), and disturbed sleep (nightmares). His reluctance to play with other children may be the result of having had few prior opportunities to learn how to interact appropriately with other children when he was younger (Piaget, Vygotsky, Bronfenbrenner). Tucker's reluctance to converse may be a learned or conditioned response (Skinner) related to early experiences with his biological family, insecurity (Erikson), and time needed to adjust to yet another foster placement.

2. Although Tucker's motor development has been somewhat delayed, he has learned to sit up, crawl, stand, walk, and eventually run. Which is more important to consider in his case, the fact that he was older than is typical when he learned these skills, or that he has developed them in this particular order? Explain.

   Answers may vary: Sequence in motor development is always more important than the age at which a child acquires these skills. A child's continued progress in learning increasingly complex skills indicates developmental potential even though acquisition may occur at a slower rate.

3. Based on the brief description of Tucker and his current foster family, what reciprocal effect(s) might you anticipate when he crawls up onto his parent's lap? How would Skinner and Bandura explain this response?

   Answers may vary: Serena and James are obviously trying to help Tucker develop a sense of trust, security, and an emotional bond with family members. As Tucker's psychological needs are gradually met, he is more likely to seek nurturing and comfort from James, which in turn reinforces James's positive feelings toward Tucker. Such give-and-take behavior (Skinner's stimulus-response) exerts a strong influence on the expectations and actions of each participant. Bandura would explain Tucker's caring expressions (snuggling, etc.) in terms of imitation and modeling.

Student Activities

Refer to the Standard Writing and Discussion Rubrics at the end of the Instructor Manual for assessment of these activities.

1. Use Bronfenbrenner's ecological model to diagram the environmental factors that have influenced your development. Interview a friend or colleague and repeat this exercise. In what ways are the two models similar? Different?

2. Develop five schemas for the word *apple*. Present and discuss your schema.

3. Select an age-specific speech-language milestone (see the section "Speech and Language Development," in Chapters 4 through 9). Conduct a 10-minute observation with a child of this age and record the data using anecdotal notes. Repeat the exercise (with the same child and milestone) using a time or event sampling method. Compare and contrast your experiences with each of the assessment tools. What did you like or dislike about each method?

4. Determine where developmental screenings are conducted in your community. Contact an agency and make arrangements to observe or volunteer to assist with a screening session.

Discuss the options that are available and what, if any, obstacles families may encounter in arranging for a screening

Review Questions

1. What is the nature versus nature controversy? How does it contribute to our understanding of children's development?

   Answer: The nature–nurture controversy refers to a longstanding debate about whether development is determined by genetics (nature) or the environment (nurture). Those who believe development is biologically predetermined (Gesell, Erikson) emphasize its relatively predictable pattern—for example, infants learn to raise up on their arms, sit up, crawl, then walk, and eventually talk despite differences in their environments. Others (Piaget, Vygotsky, Bronfenbrenner) dispute this position, arguing that personal experiences and environmental conditions such as diet, health care, living arrangements, learning opportunities, family, verbal interactions, and so forth are responsible for shaping an individual's genetic potential; thus, they consider nurture the primary influence. Although opinions differ, most authorities believe that nature and nurture probably exert a collective influence on children's development.

2. What are some behaviors that children would be likely to exhibit during each of the first five stages of Erikson's developmental theory (infancy–adolescence)?

   Answer: *Trust vs. mistrust* – an infant who trusts caregivers typically calms when picked up; plays and relaxes when placed in the bathtub; remains content when parent leaves the room. Inconsistent or negative caregiver responses can lead to insecurity and a lack of trust. For example, an infant may cry, tense, and push away when approached or held by an adult who is rough, abusive, uncaring, or uncomfortable.

   Autonomy vs. shame and doubt – a toddler who displays autonomy may insist on dressing or feeding themself; wants to "help" mother put away the groceries; demands a story before going to bed. Discouraging toddlers' efforts to do things for themselves may lessen their self-confidence and make them unwilling to try again.

   Initiative vs. guilt – the child who exhibits initiative is eager to try new experiences such as learning to ride a tricycle or plant a flower, but will resist if repeatedly criticized or corrected; attempts to fold laundry although it may not be done the way mother prefers, but she still acknowledges and encourages the child's efforts; child is proud of selecting their own outfit to wear and father reinforces the child's effort (even though the pieces may not match, are too small, or inappropriate for the season). Repeated correction or criticism of the child's efforts is likely to discourage future attempts.

   Industry vs. inferiority – children who demonstrate industry may make detailed plans to build a stand and sell lemonade; work hard to excel in school; practice pitching and catching every evening to make the softball team. Criticism of children's efforts can lead to feelings of inferiority--failure, poor self-esteem, and reluctance to try again.

   Identity vs. confusion – adolescents experience a phase when they attempt to sort out feelings of confusion and to establish their own values, preferences, and sense of identity. This trial-and-error process may include adopting unusual dress codes, experimenting with substances such as alcohol and smoking, engaging in behavior that contradicts or deviates from family values,

and/or establishing friendships that parents may disapprove. Teens continue to need adult guidance and support despite what may appear to be adversary behavior.

3. In what ways does the maturational theory differ from the cognitive-developmental theory?

   Answer:
   a. Maturational theory: Suggests that all development is predetermined by biological (genetic) forces (often referred to as the nature approach to explaining development. The infant is inherently "programmed" to grow and develop in a particular way).

   b. Cognitive-developmental theory: The central thesis of this approach suggests that children progress through four distinct developmental stages (from birth to adulthood) while constructing knowledge about their environment through active exploration and participation (often referred to as the nurture approach which views development as a building block process shaped through experience).

   The two theories differ about what they consider to be the driving force or underlying cause of development. The maturational theory is genetic-based (nature), whereas the cognitive-developmental theory acknowledges environment (nurture) and experiences as the dominant factors that shape an individual's development.

4. What is behaviorism, and how does it explain why a child might continue to refuse eating despite repeated warnings from their mother?

   Answer: Behaviorists believe that all behavior is learned through a process of reinforcement as children interact with their environment (nurture). For example, behavior that is acknowledged, praised, and/or rewarded is likely to be repeated. In contrast, criticism, punishment, or a lack of recognition (ignoring) often decreases the frequency or repetition of a given behavior.

   Behaviorists would suggest that the mother's "repeated warnings" serve as a reinforcer and fulfill the child's desire for attention (refusing to eat). Thus, the child's behavior is continually strengthened as a consequence of the mother's responses.

5. What data collection method(s) would you use to confirm or refute your suspicions about a child's ability to complete a specific task?

   Answer: Several observational methods would be appropriate to use for gathering information about the child's degree of engagement, including anecdotal notes, time sampling, and/or duration counts.

Instructor Manual

Marotz, Developmental Profiles: Pre-Birth Through Adolescence, 2023, 9780357625026;
Chapter 01: Child Development Theories and Data Gathering

Table of Contents

Purpose and Perspective of the Chapter

The purpose of this chapter is to provide an overview of contemporary child development theories. Data gathering methods that are commonly used for assessing children's development are also discussed.

Cengage Supplements

The following product-level supplements provide additional information that may help you in preparing your course. They are available in the Instructor Resource Center.

- PowerPoint® Lecture Slides (provide text-based presentations)
- Test Bank (includes multiple-choice, matching, fill-in, and essay questions for each chapter)
- Solution and Answer Guide (includes answers to questions posed in each chapter and additional questions for class discussion)
- Online Instructor's Manual (provides material and resources that instructors can use for class preparation)
- Transition Guide (highlights information that has changed and been updated from the previous edition)
- Chapter Scenarios (provide additional case studies to reinforce student understanding and application of chapter content)

List of Student Downloads

Students should download the following items from the Student Companion Center to complete the activities and assignments related to this chapter:

- Learning Activities to Promote Brain Development
- Appendix A Developmental Checklists

Chapter Objectives

The following objectives are addressed in this chapter:

01.01 Compare and contrast the fundamental contemporary child development theories described in this chapter.

01.02 Explain why authentic assessment is the most developmentally appropriate method for evaluating children's progress.

01.03 Describe five methods that can be used for gathering observational data about children.

Complete List of Chapter Activities and Assessments

For additional guidance refer to the Teaching Online Guide.

Chapter Objective	PPT Slide	Activity/Assessment	Duration	Certification Standard
01.01	11	Knowledge Check Activity 1	1 minute	NAEYC 1a, 1b
01.03	20	Knowledge Check Activity 2	1 minute	NAEYC 1a, 1b
01.01	22	Case Study	20 minutes	NAEYC 1a, 1b
01.01		TeachSource Video Connections 1	20 minutes	NAEYC 1a, 1b
01.01		TeachSource Video Connections 2	20 minutes	NAEYC 1a, 1b
01.02-01.03		TeachSource Video Connections 3	20 minutes	NAEYC 2a, 3a-3c
01.0 - 01.03		Chapter 1 Case Study Connections Discussion	30 minutes	NAEYC 2a
01.01-01.03		Chapter 1 Review Questions	1 hour	NAEYC 1a, 1b, 2a, 3a, 3b

[return to top]

Key Terms

at-risk A term describing children who may be more likely to have developmental impairments due to certain predisposing factors such as low birth weight (LBW), neglect, or maternal drug addiction.

authentic assessment A process of collecting and documenting information about children's developmental progress; data is gathered in children's naturalistic settings and from multiple sources.

constructivism A learning approach in which individuals form their own meaning through active participation.

descriptive praise Words or actions that describe to a child specifically what they are doing correctly or well.

developmentally appropriate A term describing learning experiences that are individualized based on a child's level of skills, abilities, and interests.

discrete behaviors Actions that can be observed and described clearly, such as hitting, pulling hair, laughing, or spitting.

domains Areas of development such as physical, motor, social-emotional, and speech and language.

essential needs Basic physical requirements such as food, shelter, and safety, as well as psychological needs, including love, security, and trust, which are required for survival and healthy development.

intrinsic A feeling of personal satisfaction, pride, or pleasure.

naturalistic settings Environments that are familiar and part of children's everyday experiences, such as classrooms, care arrangements, and the home.

nature vs. nurture Refers to whether development is primarily due to biological–genetic forces (heredity–nature) or to external forces (environment– nurture).

norms Age-level expectancies associated with the achievement of specific developmental skills.

nurturing Refers to qualities of warmth, loving, caring, and attention to physical and emotional needs.

reciprocal Refers to exchanges between individuals or groups that are mutually beneficial (or hindering).

self-esteem Feelings about one's self-worth.

Zone of Proximal Development Vygotsky's term for tasks that initially prove too difficult for children to master by themselves but that they can perform with adult guidance or assistance.

[return to top]

What's New in This Chapter

The following elements are improvements in this chapter from the previous edition:

- Additional content aligned with the new NAEYC Professional Standards.
- New research findings on early brain development.
- Expanded and updated information on e-portfolios and assessment methods.

[return to top]

Chapter Outline

In the outline below, each element includes references (in parentheses) to related content. "CH.##" refers to the chapter objective; "PPT Slide #" refers to the Slide number in the PowerPoint deck for this chapter (provided in the PowerPoints section of the Instructor Resource Center); and, as applicable for each discipline, accreditation or certification standards ("NAEYC 1a, 1b"). Introduce the chapter and use the Icebreaker in the PPT if desired, and if one is provided for this chapter. Review learning objectives for Chapter 1. (PPT Slide 3).

1. Contemporary Child Development Theories (01.01, PPT Slide 4-16, NAEYC 1a, 1b)

    a. Noted psychologists have studied infant and child development for decades. The central question has been whether heredity (nature) or environment (nurture) is primarily responsible for shaping children's development. Current knowledge about children's development comes from six major contemporary theories:

        1. *Maturational theory*–explains behavior from a genetic perspective and suggests that certain biological developments must occur before a child is able to perform specific skills; this capacity is often referred to as a stage of biological readiness.
        2. *Psychoanalytic and psychosocial theory*–suggests that human behavior is governed by unconscious processes, some of which are present at birth and others that develop over time.
        3. *Cognitive-developmental theory*–suggests that children are born with basic genetic capabilities that enable them to construct knowledge and meaning through active exploration of their environment. Development is a dynamic process that advances in stages.
        4. *Behaviorism and social learning theory*–explains development as a series of learned behaviors based on an individual's positive and negative interactions with their environment.
        5. *Bioecological theory*–proposes that environment plays a central role in children's development. Children's development is a product of the reciprocal relationships within and across multilayered systems (e.g., micro-, meso-, exo-, macro-, chrono-).
        6. *Essential needs theory*–explains human development from a motivational perspective. An individual is driven to satisfy unmet physical and psychological needs. Fundamental needs must be met before an individual can pursue higher-level goals.

    b. Although theorists have offered many different explanations for why and how children learn, they all agree that children have the same fundamental or basic needs: physical and emotional security, opportunities to play and learn, respectful treatment, and experiences that build positive self-esteem. Children's needs in these areas must be satisfied before they are able to learn and ultimately achieve their developmental potentials.

2. **Case Study Small Group Activity** *Cognitive Development Theory* (01.01, Slide 22) Duration 30 minutes.

    a. Divide the class into small groups of 4-5 students. Each group should discuss the case study and respond to the questions posed on the slide. A spokesperson for each group can share their collective responses to the

questions. Alternatively, students can post their individual responses on a share screen or in a chat room.

3. Data Gathering (01.03, PPT Slide 18,19, NAEYC 3a-3c)

    a. What we know about children and how they develop comes primarily from firsthand observations conducted by teachers, family members, and researchers.
    b. Teachers observe and record meaningful information about children's development based upon their unique knowledge and professional skills. This type of information is fundamental to establishing an objective picture of the child's developmental strengths, needs, and continued progress.
    c. Effective documentation tools include anecdotal notes, time or event sampling, frequency and duration counts, checklists and rating scales, and portfolios.

[return to top]

Discussion Questions

You can assign these questions several ways: in a discussion forum in your LMS; as whole-class discussions in person; or as a partner or group activity in class.

1. Describe several ways that families and teachers can meet and support children's basic learning needs. (01.01, PPT Slide 4-16, NAEYC 1a, 1b) Duration 20 minutes.

    ANS: Children's basic need to learn can be met in numerous ways, such as by providing many and varied opportunities that encourage children to explore and attempt new activities in a safe environment; supplying developmentally appropriate play materials that build on children's curiosity and abilities; arranging play experiences that foster creativity and problem-solving; treating errors, mistakes, and failures as positive components of the learning process; and helping children learn from unsuccessful efforts.

2. Discuss how cognitive-developmental theorists would explain children's acquisition of language. (01.01, PPT Slide 9-10, NAEYC 1 a, 1b, 2a) Duration 20 minutes.

    ANS: Cognitive theorists, including Piaget and Vygotsky, would suggest that language acquisition is dependent on a combination of mechanisms, including biological maturation and experience. Piaget believed the basic drive to communicate is preprogrammed (biological) and that experience enhances the complexity of children's speech and language skills. Vygotsky acknowledged that maturation plays a role in children's acquisition of language, but he was convinced that social interaction (including culture) and experience were primarily responsible for facilitating and shaping this process. For example, children first learn to associate an action with words (receptive language), later to use words for making requests and/or expressing needs

(expressive language), and finally to follow grammatically correct language usage and speech patterns.

3. What strategies would B. F. Skinner suggest to a mother who wanted to decrease her four-year-old daughter's defiant behavior? (01.01, PPT Slide14, NAEYC 1a, 1b, 2a) Duration 20 minutes.

   ANS: It is likely that Skinner would suggest several strategies: examining the environment/situation to determine what may be triggering the defiance (stimulus-response); ignoring the child's defiant behavior, which removes its attention-getting incentive/reward; and offering praise or other forms of positive reinforcement (e.g., a special privilege, hug, reward, acknowledgement) at times when the child is behaving appropriately (this strengthens the probability that desired behaviors will be repeated due to their acknowledgement).

4. Why would Vygotsky insist that early childhood programs include ample opportunities for children to play? (01.01, PPT Slide 13, NAEYC 1a, 1b) Duration 20 minutes.

   ANS: Vygotsky believed that children construct meaning through personal experience and involvement. He thought that play, particularly imaginative play, fostered children's intellectual development by providing opportunities to explore, test, practice, and master communication, problem-solving, and social skills. He also suggested that play serves an important role in helping children work through their emotional conflicts and concerns and eventually making sense out of their everyday world.

5. If Erik Erikson were alive today, why would he argue that urgent attention must be given to reducing high teacher turnover rates in infant and toddler care programs? (01.01, PPT Slide 7-8, NAEYC 1a, 1b) Duration 20 minutes.

   ANS: Researchers have long documented the infant's critical need to form secure relationships with their primary caregivers. Failure to do so has been linked to psychopathology later in life. Notoriously high staff turnover rates in early childhood programs have been shown to disrupt or interfere with an infant's ability to establish a trusting bond with a consistent caregiver (other than parents). Erikson believed that life presents a series of conflicts, which an individual must resolve in order to progress from one stage to the next. The first of these conflicts, trust vs. mistrust, presents itself between the ages of birth and 12 months–a time when it is critically important for an infant to establish a sense of trust with caregivers. Erikson would argue vehemently that high staff turnover rates disrupt this process and, thus, require urgent attention.

[return to top]

Additional Activities and Assignments

Instructors may wish to assign one or more of the following activities to reinforce students' understanding of conceptual material presented in this chapter:

1. Have students assemble a personal portfolio with items that represent what they have learned about child development during the course of the semester. Collect the portfolios at the end of the semester or have students prepare a 5-minute oral presentation summarizing their documentation. (01.03, PPT Slide 18,19, NAEYC 3a, 3b, 3c)

2. Arrange for students to conduct a 10-minute observation of children engaged in play. When they have completed this step, have each student identify a specific child behavior and design an instrument to measure the frequency of its occurrence. Have students use their instrument to collect data during three different 5-minute intervals. Ask them to evaluate their instrument's effectiveness. Were they able to gather meaningful data? Would they change their instrument in any way and if so, how? (01.03, PPT 18,19, NAEYC 3a, 3b, 3c)

3. Have students select and research one of the developmental theorists discussed in this chapter and prepare a short paper (or PowerPoint presentation) that includes biographical information and an expanded discussion of the individual's ideas. (01.01, PPT Slide 4-16, NAEYC 1a, 1b)

4. Conduct a class debate defending nature/nurture as the basis of child development. Randomly assign students to argue one or the other position (nature or nurture). Have students research the current literature and prepare arguments to support their assigned role. (01.01, NAEYC 1a, 1b)

5. Technology-Based Activity: Child Development Theorists. Throughout history, important theorists have influenced our ideas about how young children learn and develop. Although their theories were not always validated through careful scientific study, many contributions remain evident in today's early childhood settings. Learning about these individuals and their theoretical contributions will lead students to an improved understanding of contemporary educational practices. (01.01, PPT Slide 4-16, NAEYC 1a, 1b)

   a) Have students conduct an online search to discover more about the lives, philosophies, and major contributions of the following individuals:
      - Jean Piaget
      - Arnold Gesell
      - Erik Erikson
      - B. F. Skinner
      - Sigmund Freud
      - Lev Vygotsky
      - Abraham Maslow

   b) Have the students prepare a brief biographical sketch for each individual, including information about their personal background, thoughts about how children learn,

and examples of how their ideas continue to influence contemporary practice. Be sure they include the URL (web address) for each resource site used.

c) Alternatively, have the students write a paper in which they compare and contrast the six theorists' philosophical views on:
   - how children learn
   - the role of play in children's development
   - the adult's role in facilitating early learning
   - the effect of maturation on cognitive development

[return to top]

Additional Resources

Cengage Video Resources

- 5–11 Years: Lev Vygotsky, the Zone of Proximal Development and Scaffolding
- Culturally Responsive Teaching: A Multicultural Lesson for Elementary Students
- Portfolio Assessment: Elementary Classroom

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Appendix

Generic Rubrics

Providing students with rubrics helps them understand expectations and components of assignments. Rubrics help students become more aware of their learning process and progress, and they improve students' work through timely and detailed feedback.

Customize this rubric template as you wish. Both the writing rubric and the discussion rubric indicate 30 points.

Standard Writing Rubric

Criteria	Meets Requirements	Needs Improvement	Incomplete
Content	The assignment clearly and comprehensively addresses all questions in the assignment. 15 points	The assignment partially addresses some or all questions in the assignment. 8 points	The assignment does not address the questions in the assignment. 0 points
Organization and Clarity	The assignment presents ideas in a clear manner and with strong organizational structure. Coverage of facts, arguments, and conclusions are logically related and consistent. 10 points	The assignment presents ideas in a mostly clear manner and with a mostly strong organizational structure. Coverage of facts, arguments, and conclusions are mostly logically related and consistent. 7 points	The assignment does not present ideas in a clear manner and with strong organizational structure. Coverage of facts, arguments, and conclusions are not logically related and consistent. 0 points
Grammar and Spelling	The assignment has two or fewer grammatical and spelling errors. 5 points	The assignment has three to five grammatical and spelling errors. 3 points	The assignment is incomplete or unintelligible. 0 points

[return to top]

Standard Discussion Rubric

Criteria	Meets Requirements	Needs Improvement	Incomplete
Participation	Submits or participates in discussion by the posted deadlines. Follows all assignment. instructions for initial post and responses. 5 points	Does not participate or submit discussion by the posted deadlines. Does not follow instructions for initial post and responses. 3 points	Does not participate in discussion. 0 points
Contribution Quality	Comments stay on task. Comments add value to discussion topic. Comments motivate other students to respond. 20 points	Comments may not stay on task. Comments may not add value to discussion topic. Comments may not motivate other students to respond. 10 points	Does not participate in discussion. 0 points
Etiquette	Maintains appropriate language. Offers criticism in a constructive manner. Provides both positive and negative feedback. 5 points	Does not always maintain appropriate language. Offers criticism in an offensive manner. Provides only negative feedback. 3 points	Does not participate in discussion. 0 points

[return to top]

Developmental Profiles: Pre-Birth Through Adolescence, 9e
Marotz, Lynn

Chapter 1: Child Development Theories and Data Gathering

Chapter 1 Scenario: Early Childhood Education Student, Monica

Objective: To develop a rational that explains why an 18-month-old may not be developmentally ready or able to be toilet trained.

Scenario: Monica is pursuing an associate's degree (AA) in early childhood education and is currently enrolled in her first child development course. She feels that she has gained a better understanding about how children grow and develop. She wants to help her sister, who is frustrated because she has been unsuccessful in toilet training her 18-month-old daughter. Monica is confident that she can explain why her niece may not be developmentally ready to achieve bowel and bladder control.

Focus Assignment

1. Review the maturational, pyschosocial, and cognitive-developmental theories presented in this chapter. Prepare a rationale, based upon these theories, that Monica can use to explain why it may not be feasible for an 18-month-old to be toilet trained.

2. Be sure to read the SELF-EVALUATION section below to guide your thinking. Write your self-evaluation after you have completed your explanation.

3. Review the assessment rubric to see how your assignment and self-evaluation will be graded.

Self-Evaluation

1. For each point in your rationale:
   a. Describe how this point addresses the issue presented in the scenario.
   b. Provide and cite evidence from the chapter that supports each point.

2. Describe and justify how your explanation would help Monica's sister to better understand that delaying her toilet training efforts would be beneficial for both mother and daughter.

Aligned Outcomes

Professional Standards:	NAEYC 1a-1b: Child development and learning in context
	NAEYC 2a: Family-teacher partnerships and community connections
Bloom's Taxonomy:	Bloom's. Applying: Bloom's Revised Taxonomy: Applying
	Bloom's. Analyzing: Bloom's Revised Taxonomy: Analyzing
	Bloom's. Evaluating: Bloom's Revised Taxonomy: Evaluating
	Bloom's. Creating: Bloom's Revised Taxonomy: Creating
Text Learning Objectives:	Marotz.Ch01.LO.1-1: Compare and contrast the fundamental contemporary child development theories described in this chapter

Grading Rubric

Criteria	3 Exemplary	2 Accomplished	1 Beginning	0 Not Evident
Response shows student's understanding of chapter information	Masterful demonstration of meaning, explanation, or restatement of chapter ideas	Skillful demonstration of meaning, explanation, or restatement of chapter ideas	Minimal demonstration of meaning, explanation, or restatement of chapter ideas	No demonstration of meaning, explanation, or restatement of chapter ideas
Response shows the student's capacity to apply chapter information in a novel situation	Masterful application of learned material in new situations	Skillful application of learned material in new situations	Minimal application of learned material in new situations	No application of learned material in new situations
Response shows the student's capacity to analyze chapter information in a novel situation	Masterful analysis of material into component parts and the relationship between parts	Skillful analysis of material into component parts and the relationship between parts	Minimal analysis of material into component parts and the relationship between parts	No analysis of material into component parts and the relationship between parts
Response shows the student's attention to grammar, punctuation, and spelling	Masterful attention to grammar, punctuation, and spelling	Skillful attention to grammar, punctuation, and spelling	Minimal attention to grammar, punctuation, and spelling	No attention to grammar, punctuation, and spelling
Response shows the student's capacity to create a clear, concise, relevant, and engaging assignment	Masterful demonstration of the capacity to create a clear, concise, relevant, and engaging assignment	Skillful demonstration of the capacity to create a clear, concise, relevant, and engaging assignment	Minimal demonstration of the capacity to create a clear, concise, relevant, and engaging assignment	No demonstration of the capacity to create a clear, concise, relevant, and engaging assignment